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## ICT for translators at the Kraków Teacher Training College?

Since computer literacy is viewed as an indispensable component of both FL teacher training and translator education, it should not be denied its importance in university curricula. In his article on ICT training and curriculum design, Dr. Krajka stresses the relevance of IT skills development to translator training. Pointing to the fact that no official requirements have been issued with regard to translator training in Poland, he presents an ICT program tailored to the needs of would-be translators at Maria Curie-Skłodowska University in Lublin, underlining the fact that ICT teacher training should be separated from translator training. Among the numerous possible applications of ICT in translator education, the author lists machine translation tools, translation memories, lexical databases, terminology databanks, corpora, and concordancers, to name but a few.

In my view, an “ICT for translators” course, like the one designed by the author, is a viable option and, therefore, it should be introduced as an elective course in the Kraków Teacher Training College (TTC). Regardless of whether TTC students – majoring in TEFL methodology – intend to become professional translators or not, the ability to use online translation reference tools may simply increase the number of options they have following graduation. For that reason, encouraged by my students, I launched an elective non-literary translation course designed for second- and third-year TEFL students, who welcomed the idea. As could be expected, among the things that they appreciated most was instruction on how to use translation reference tools. Understandably, they embarked on the course hoping to improve their language skills and translation competence, as well as specialist knowledge.

I truly believe that the ICT program for trainee translators authored by Dr. Krajka may well be tailored to the needs of the Kraków TTC students. Yet, whether the current curriculum is realigned to accommodate the needs of the competitive employment market and those of the students themselves, and whether any ICT translator training is introduced depends, to a large extent, on the resources the TTC can provide, as my enthusiasm alone does not suffice for the course to be successfully implemented.